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ABSTRACT

GRADES OR AGES: Grades 7, 8, and 9. SUBJECT MATTER: Home economics. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes identification of an all-purpose teaching program, content areas and rotation of students, space and equipment, an all-purpose floor plan, and guidelines for meeting pupil needs. The units for each grade are presented in three columns: objectives, learning experiences, and generalizations. A closing section lists the advantages and limitations of the all-purpose teaching program. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives and learning experiences are listed in the lesson plans for each grade. INSTRUCTIONAL MATERIALS: Details are given of space and equipment required for food, laundry and work room, living room, clothing, child care, and supplementary space. There is also a professional bibliography. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED 050 053

HOME ECONOMICS CURRICULUM GUIDE

Tentative Supplement Number Three
All-Purpose Teaching of Home Economics
Grades 7, 8, and 9

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The Home Economics Representative
Committee and completed by a special
committee that was approved by the
Secondary Principals, the Superintendent
of Schools, and the Board of School Trustees

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GARY PUBLIC SCHOOLS
Gary, Indiana

1964

SP 007097

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F O R E W O R D

Home economics education, with its curriculum and learning experiences centered around the family, makes a unique contribution to family living at the junior high school level.

Seventh and eighth grade home economics serves an exploratory purpose and attempts to make possible the adaptation of material to various situations in order to prepare young people for more satisfying home lives. The learning experiences suggested for the pupils provide opportunity for practice in group living in a changing world.

The all-purpose teaching program needs a room which provides facilities for teaching all the phases of home economics. Two or three of these phases are taught at the same time to groups of eight to twelve pupils. The curriculum to be used is the Home Economics Curriculum Guide, Grades 7 and 8, revised in 1964 by the home economics education staff.

It is important to know that the suggested content and learning experiences of the Home Economics Curriculum Guide, Grades 7 and 8, and All-Purpose Teaching of Home Economics are nearly identical; however, the organization and methods utilized to carry out these experiences are somewhat different. Our home economics staff has taken considerable leadership in experimenting with the program in order to provide guidance for our own teachers and others.

Appreciation is extended to the teachers who have participated in the curriculum development program in an effort to promote home economics in Gary secondary schools.

Lee R. Gilbert
Superintendent of Schools

P R E F A C E

We, in Gary, are very proud of our All-Purpose Teaching Program in the Home. We are most anxious to share it with other educators. Our first experience began in 1959 with the construction of the rooms at the Horace Mann School. An all-purpose design was selected and made to accommodate a variety of subject areas and serve as a balancing stem for research, reading, and visiting was carried out by the home economics education plan of study.

Two years later, 1961, two additional all-purpose rooms were included on the junior high school buildings. We have continued to experiment, investigate, and sincerely believe it serves the purpose we seek to fulfill in our industrial

National reorganization studies reveal a trend toward emphasis being placed on home economics programs. There is a trend toward the construction of the all-purpose rooms for the following reasons:

1. It allows instruction in all areas of home economics with the minimum of duplication of equipment.
2. It permits continuous and maximum use of space.
3. It is desirable for a one-teacher school plan.
4. It is the desirable addition to balance teacher loads and simplify scheduling.
5. It also may be used for flexibility in meeting temporary expansion needs.
6. It serves as an exploratory purpose and as a broad foundation to home economics.
7. This type of department provides facilities which reflect an atmosphere of home management, and gives evidence of the kind of family living going on in the community.
8. This situation can meet the individual differences (gifted and slow) more effectively.
9. The small groups are more comparable to family units, hence they provide a more realistic experience.
10. The flexibility of these rooms is unlimited even in the future where they can be used for special education, activity rooms, or social problems.

At the present time it is believed that all-purpose teaching is more successful because of the teen-age characteristics and the flexibility of the program.

The succeeding pages reveal more in depth the program we are using. We would like to share with you regarding our program and samples of similar projects in other schools.

P R E F A C E

Our All-Purpose Teaching Program in the Home Economics Department and are other educators. Our first experience began in 1959 when we remodeled one room in the High School. An all-purpose design was selected because provision could be made for subject areas and serve as a balancing stem for scheduling pupils. Graduate study was carried out by the home economics education staff to develop a tentative

Additional all-purpose rooms were included on the drawing boards for the two new schools. We have continued to experiment, investigate, and evaluate the program and we hope to fulfill the purpose we seek to fulfill in our industrial area.

These studies reveal a trend toward emphasis being placed on junior high school home economics. There is a trend toward the construction of the all-purpose home economics room for numerous

all areas of home economics with the minimum of floor space and less

maximum use of space.

teacher school plan.

in order to balance teacher loads and simplify scheduling.

flexibility in meeting temporary expansion needs.

any purpose and as a broad foundation to home economics in high school.

provides facilities which reflect an atmosphere of hospitality, good discipline of the kind of family living going on in the class at a given time.

the individual differences (gifted and slow) more effectively.

comparable to family units, hence they provide insight into family understanding.

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more in depth the program we are using. We would appreciate receiving comments and examples of similar projects in other schools.

TABLE OF CONTENTS

Page

Acknowledgments - - - - -	ii
Foreword - - - - -	iii
Preface - - - - -	iv
Identification of An All-Purpose Teaching Program - - - - -	1
Content Areas and Rotation of Students - - - - -	1
Space and Equipment - - - - -	2
An All-Purpose Floor Plan - - - - -	3
Guidelines for Meeting Pupil Needs - - - - -	4
Major Areas of Learning - THE SCOPE FOR GRADES 7, 8, and 9 - - - - -	6
7th Grade Objectives, Learning Experiences, and Generalizations - - - - -	7
Making and Keeping Friends - - - - -	7
Helping To Care For Young Children - - - - -	8
Foods For Health and Better Breakfasts - - - - -	9
Improving My Personal Appearance - - - - -	10
Learning To Sew - - - - -	11
Sample Four-Week Topical Outline - - - - -	12
8th Grade Objectives, Learning Experiences, and Generalizations - - - - -	13
Nutritional Needs of Teen-Agers and Brunches, Luncheons, and Snacks - - - - -	13
Developing Social and Personal Awareness - - - - -	14
Let's Entertain - - - - -	15
Making and Repairing My Clothes - - - - -	16
Sample Four-Week Topical Outline - - - - -	17
9th Grade Objectives, Learning Experiences, and Generalizations - - - - -	18
Home Improvement - - - - -	18
Budgeting Family Resources - - - - -	20
Family Meals and Hospitality and New Dishes for the Family - - - - -	22
Wardrobe Planning - - - - -	23
Sewing for Myself and Family - - - - -	24
Sample Four-Week Topical Outline - - - - -	25
Summary of All-Purpose Teaching - Its advantages and limitations - - - - -	26
Bibliography - - - - -	28

IDENTIFICATION OF AN ALL-PURPOSE TEACHING PROGRAM

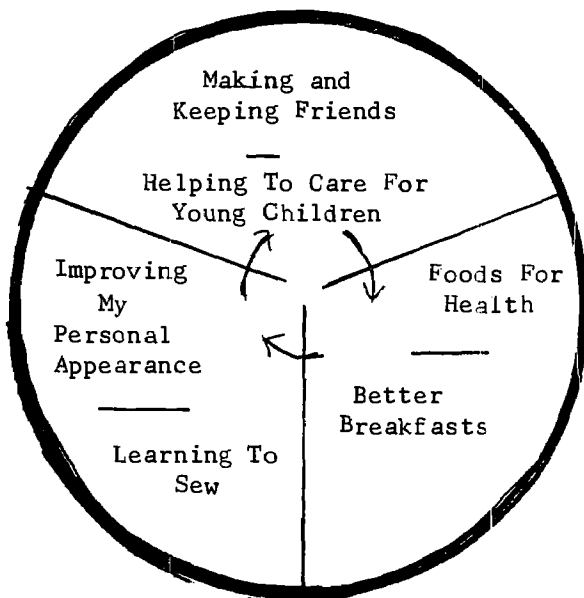
An all-purpose teaching program is designed for the purpose of enabling the student to experience all phases of learning pertaining to her field. It is a laboratory for learning activities - planned specifically in terms of individual needs in clothing, social ease - can go on simultaneously.

An ideal situation originates with twenty-four pupils being assigned to one same grade level for the school year. The pupils are divided by a number (or families) which rotate from one learning area to another - each ten, to the students experience in all areas during the two semesters.

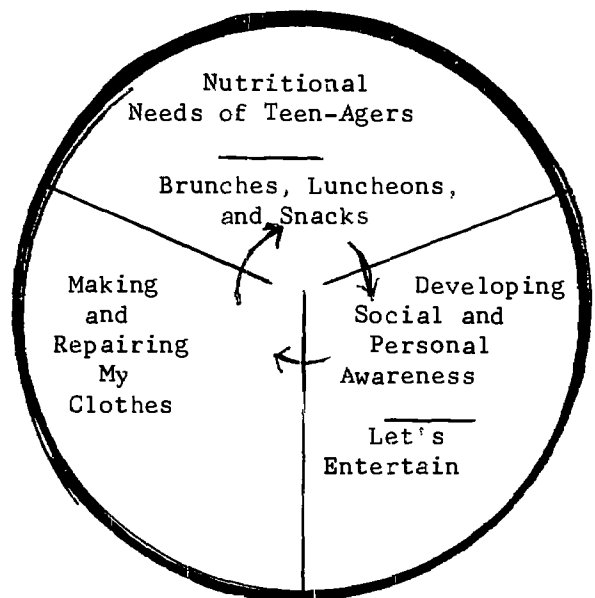
Content Areas and Rotation of Students

The three wheels pictured below show the content areas covered in each grade

7TH



8TH



IDENTIFICATION OF AN ALL-PURPOSE TEACHING PROGRAM

ram is designed for the purpose of enabling the home economics teacher to teach ining to her field. It is a laboratory for learning in which a wide variety of ally in terms of individual needs in clothing, grooming, foods, child care, and ntaneously.

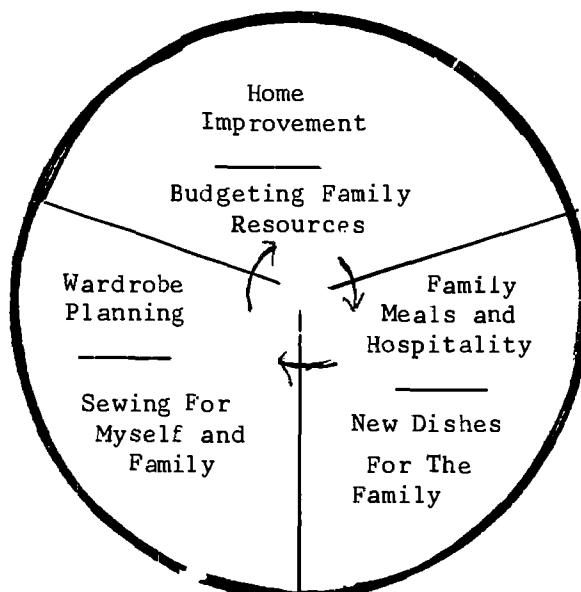
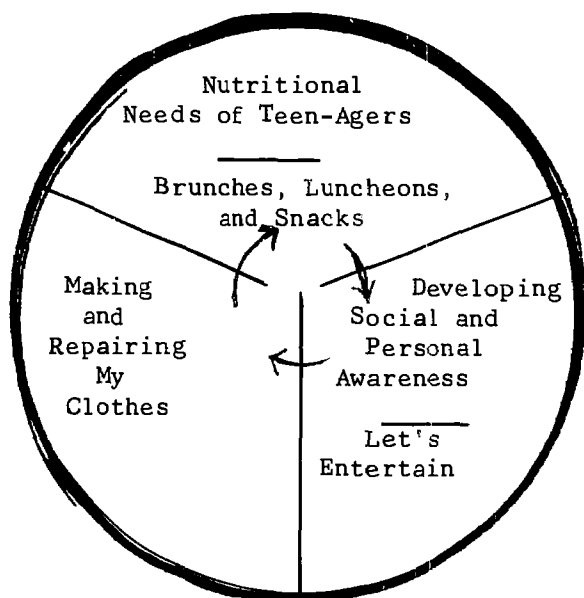
s with twenty-four pupils being assigned to one class period with students of the ool year. The pupils are divided by a number of methods into two or three groups rom one learning area to another - each ten, twelve, or fourteen weeks, thus giving l areas during the two semesters.

Students

ow show the content areas covered in each grade level and how the groups rotate:

8TH

9TH



Space and Equipment

The all-purpose room needs to be 1,500 to 1,800 square feet or larger to accommodate the arrangement of the equipment and other learning facilities should be flexible for planning, discussion, and storage centers should be provided. Equipment needed in the all-purpose room is as follows:

F O O D S

- . Two complete kitchens for meal preparation and serving
- . Mobile demonstration unit to be utilized in all areas, or demonstration kitchen unit
- . One large refrigerator-freezer combination
- . Two tables and twelve chairs or one table and six chairs
- . Small preparation and serving equipment
- . Wide variety of small electrical appliances
- . Entertaining supplies
- . Apron and miscellaneous storage

L A U N D R Y AND W O R K R O O M

- . Sufficient storage and workspace in addition to washer, dryer
- . To be used by students when doing individual or special projects
- . Used for storage of towels, surplus foods, and other quantities

L I V I N G R O O M

- . A special room or a corner to be used for teaching amenities
- . Divan, occasional chairs, end tables, dining table, dining chairs, and accessories are probable needs for a room of this type

C L O T H I N G

- . There should be sufficient space for eight pupils to work
- . A minimum of six sewing machines and stools, cabinets for storage
- . Space should be provided for additional storage of illustrations
- . A grooming area which provides dressing table with sink, mirror
- . An enclosed dressing room because both boys and girls may need it

C H I L D C A R E

- . Somewhere within the room storage space should be earmarked for toys, books, and supplies such as play-school supplies

G E N E R A L OR SUPPLEMENTARY S P A C E

- . Sufficient tackboard, chalk board, and bulletin board space for displaying student work and teacher illustrative materials, space for displaying maps, charts, and files. Enough electrical outlets, projection screen, curtains, plants, magazines, and decorative objects

500 to 1,800 square feet or larger to accommodate twenty-four pupils. The learning facilities should be flexible. Also, adequate space for work, storage should be provided. Equipment necessary for the varied program of

utensils for meal preparation and serving
a unit to be utilized in all areas, or an especially designed
kitchen unit
refrigerator-freezer combination
six chairs or one table and six chairs for each unit
and serving equipment
small electrical appliances
shelves
miscellaneous storage

and workspace in addition to washer, dryer, and desk
benches when doing individual or special projects and by the teacher
of towels, surplus foods, and other quantities of supplies

a corner to be used for teaching amenities and home care
chairs, end tables, dining table, dining chairs, lamps, linen cabinet
are probable needs for a room of this type

sufficient space for eight pupils to work
sewing machines and stools, cabinets for tote trays, wardrobe hanging

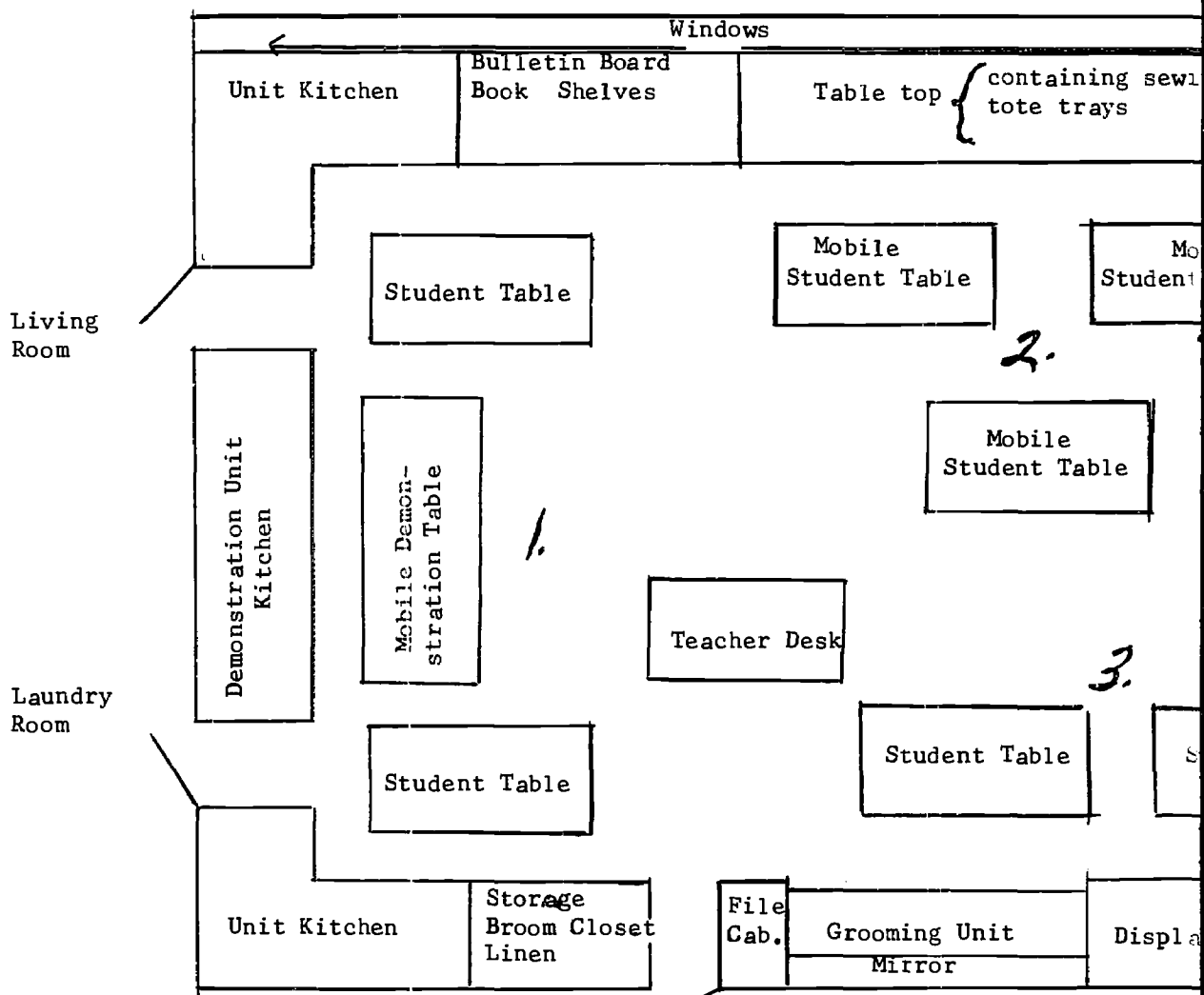
provided for additional storage of illustrative materials
which provides dressing table with sink, storage, mirror, and stools
dressing room because both boys and girls may be enrolled

the room storage space should be ear-marked for child care activities,
school supplies

board, chalk board, and bulletin board space, storage space for books
illustrative materials, space for displaying materials, teacher desk, chair,
high electrical outlets, projection screen, and home-like features such as
magazines, and decorative objects

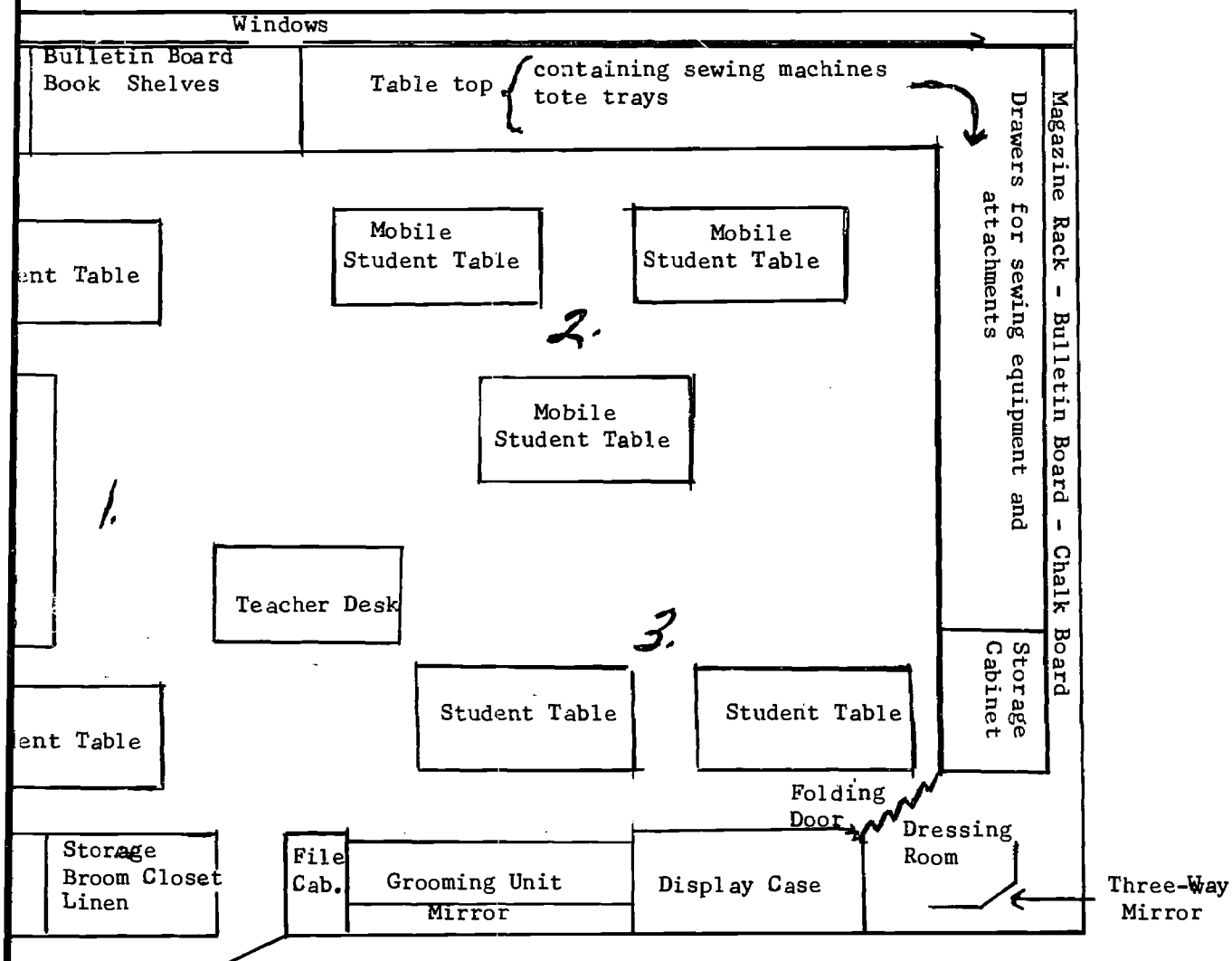
AN ALL-PURPOSE FLOOR PLAN

Areas: 1. Food
2. Cloth
3. Other



AN ALL-PURPOSE FLOOR PLAN

- Areas: 1. Foods
2. Clothing
3. Other



GUIDELINES FOR MEETING THE NEEDS OF THE JUNIOR HIGH SCHOOL

If the program in home economics education is to contribute to the pupils' success as individuals and citizens, the learning experiences must be planned in the light of the individual differences among them. This type of planning necessitates that teachers be aware of the pupils' abilities that they accept pupils as they are, and guide them to progress toward these goals and abilities and needs. The following statements are suggested ways and means of meeting these needs. Also included are some of the influences affecting family living in our communities.

1. They need experiences and understandings which form the foundations of home economics which are based on problems of real importance to their age groups.
2. Their classes need to be more than a mere sampling of courses designed for the general public. The students need to formulate a foundation of learnings which are deep-rooted.
3. The students need people who understand their needs and feelings - people who can help them satisfactorily to their own growth.
4. Provide the opportunity to explore and to use imagination in planning and carrying out worthwhile projects within long-term units of study.
5. These students are not making vocational choices, but they need to begin to plan for the things they like to do and can do well.
6. Acquaint the pupils with modern scientific research advancements and their practical applications in homemakers.
7. Present problems to encourage the students to learn how to do critical thinking.
8. Prepare the pupils to engage in experiences for leisure time at the present time.
9. Present learnings to help the pupils develop desirable values, understandings, and attitudes for living now and later.
10. Incorporate many varied home economics activities in the curriculum to bring about the opportunity to participate in their home responsibilities.
11. The program also needs to be well-rounded because this is the only school program in which students will have with home economics learnings.
12. Provide for flexibility in the learning experiences to meet the needs of the slow learner, the dropout, the gifted child, as well as the average youngster.

PLANS FOR MEETING THE NEEDS OF THE JUNIOR HIGH SCHOOL PUPILS

Education is to contribute to the pupils' success as persons, family members, and citizens. Plans must be planned in the light of the individual differences that exist. This necessitates that teachers be aware of the pupils' personal and family goals, abilities, and guide them to progress toward these goals at rates suited to their individual needs. The following statements are suggested ways and means of meeting these abilities and needs. Influences affecting family living in our communities within the city:

and understandings which form the foundations of home and family life and are of real importance to their age groups.

be more than a mere sampling of courses designed for secondary-school youths. Formulate a foundation of learnings which are deep-reaching and thorough.

be who understand their needs and feelings - people who can help them adjust to their own growth.

to explore and to use imagination in planning and carrying out short, as well as long-term units of study.

making vocational choices, but they need to begin making decisions about what they can do and can do well.

With modern scientific research advancements and their importance to the

encourage the students to learn how to do critical thinking and make wise decisions.

engage in experiences for leisure time at the present and in the future.

help the pupils develop desirable values, understandings, and appreciations for

and home economics activities in the curriculum to better prepare the students for their home responsibilities.

Plans should be well-rounded because this is the only school opportunity some of the pupils have with home economics learnings.

Flexibility in the learning experiences to meet the needs of the slow-learner, the potential child, as well as the average youngster.

GUIDELINES FOR MEETING THE NEEDS OF THE JUNIOR HIGH SCHOOL

13. It is important for the pupils to practice many varied manual skills which give them experiences and give them satisfaction in creative pursuits.
14. They need activities to provide opportunity to experience social circumstances.
15. A variety of units is helpful in taking care of their short interest span.
16. Assist the pupil in creating something which will net the satisfaction of achievement.
17. Assist the pupil to appraise his achievement in an honest, objective manner.
18. Whenever possible, objectives should be set up through parent-pupil-teacher conferences.
19. There is great need to be well informed on families in the community. To gain this information, such as observations, reading pupil questionnaires, interviews with school personnel and community people. The following are a few major characteristics of families in school districts as different as two separate towns might be:
 - a. Many of the families rarely eat meals together.
 - b. Most of the fathers are employed in the steel industry.
 - c. A variety of nationalities are represented - religions are diverse.
 - d. Family traditions are strong and rigid.
 - e. Multiple dwellings are common.
 - f. Wages are high; spending is free.
 - g. Parents often have language barriers.
 - h. Several are transient - resulting in a somewhat insecure family life.
 - i. Large numbers are one-parent families.

To better equip the pupils with the tools they need for living well, as well as to provide them with more education, better education, and effective teaching.

MEETING THE NEEDS OF THE JUNIOR HIGH SCHOOL PUPILS, continued

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The Scope For The Junior High School

A L L - P U R P O S E M A J O R A R E A S O F L E A R N I N G

36 Weeks

12 Weeks

12 Weeks

12 Weeks

7th
grade

Making and Keeping Friends
Helping To Care For Young
Children

Foods For Health
Better Breakfasts

Improving Personal Appearance
Learning To Sew

8th
grade

Nutritional Needs Of
Teen-Agers
Brunches, Luncheons, And
Snacks

Developing Social
and
Personal Awareness
Let's Entertain

Making And
Repairing My Clothes

9th
grade

Home Improvement
Budgeting Family Resources

Family Meals And
Hospitality
New Dishes For The
Family

Wardrobe Planning
Sewing For Myself
And
Family

7TH GRADE

Making And Keeping Friends

OBJECTIVES	LEARNING EXPERIENCES	GENERALIZATION
<p>To understand the importance of friendship with one's peers, family members, and other adults</p>	<p>Discuss: What is a friend? The importance of being likeable and having friends.</p> <p>Make a list of do's and don'ts for making and keeping friends.</p> <p>Have question box in which students turn in problems concerning getting along with others.</p> <p>Set up a panel of class members to discuss problems and arrive at solutions.</p> <p>Divide into committees, report on courtesy and etiquette for different occasions: at home, on the street, at school on the telephone making introductions carrying on a conversation</p> <p>Committees prepare skits on manners in different situations.</p> <p>Suggest ways of assuming your share of the responsibility for: getting along with parents getting along with other adults in the family getting along with brothers and sisters having fun with the family</p> <p>Read text and magazines; review selected television programs and newspaper articles related to the class objectives.</p> <p>Discuss how the use of one's leisure time may improve one's relationship with others. List hobbies and activities which may help two or more people become friends.</p> <p>List methods people may unconsciously use to evade people.</p>	<p>A good character</p> <p>Tolerance happy others</p> <p>A person's place recognition creativity conversion special unselfish ization</p>

7TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
<p>Discuss: What is a friend? The importance of being likeable and having friends.</p> <p>Make a list of do's and don'ts for making and keeping friends.</p> <p>Have question box in which students turn in problems concerning getting along with others. Set up a panel of class members to discuss problems and arrive at solutions.</p> <p>Divide into committees, report on courtesy and etiquette for different occasions: at home, on the street, at school on the telephone making introductions carrying on a conversation</p> <p>Committees prepare skits on manners in different situations.</p> <p>Suggest ways of assuming your share of the responsibility for: getting along with parents getting along with other adults in the family getting along with brothers and sisters having fun with the family</p> <p>Read text and magazines; review selected television programs and newspaper articles related to the class objectives.</p> <p>Discuss how the use of one's leisure time may improve one's relationship with others. List hobbies and activities which may help two or more people become friends.</p> <p>List methods people may unconsciously use to evade people.</p>	<p>A good friend has many desirable characteristics.</p> <p>Tolerance is necessary for maintaining happy relationships with family and others.</p> <p>A person has an opportunity to make a place for himself in the world if he recognizes his own possibilities such as creative ability, making friends, conversation, leadership, adaptability, special talents, interests, courtesy, unselfishness, promptness, and organizational ability.</p>

7TH GRADE

Helping To Care For Young Children

OBJECTIVES	LEARNING EXPERIENCES	
<p>Development of some skill in giving young children the kind of care and guidance that promotes wholesome growth and development</p>	<p>Observe and carry out projects with kindergarten pupils. Choose an imaginary toy or game for a child and discuss the purpose of each. Share experiences of behavior observed in children playing in a group. Look for emotional and physical developments particularly. Make a reference book including pictures and comments to correlate with learnings. Show picture illustrations of babies performing various activities. (These may be students.)</p>	<p>Dis- tha righ Chi the nee Des nece and of f</p>
<p>To help pupils understand how children develop physical habits and attitudes</p>	<p>Study references for a meaning of play as a small child sees it. Assist in supervised play of children and report to class on behavior observed. Practice a story-telling time. Study the role of an older brother or sister.</p>	<p>Adul defi form a yo Toys use coo</p>
<p>To understand how discipline affects the ways a child acts.</p>	<p>Discuss the purpose of discipline. Role play a situation which might occur when baby sitting. Observe young children and report situations which occur showing self discipline. List and discuss common problems which occur when caring for children. List some practical rules of discipline.</p>	
<p>Understanding of learnings and ability to transfer them when baby sitting</p>	<p>Make a baby sitting bag of tricks to take along when you baby sit. Role play how to greet a child for the first time. List responsibilities of a baby sitter.</p>	

7TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
<p>carry out projects with kindergarten</p> <p>imaginary toy or game for a child and purpose of each.</p> <p>ences of behavior observed in children group. Look for emotional and elopments particularly.</p> <p>ence book including pictures and correlate with learnings.</p> <p>illustrations of babies performing vities. (These may be students.)</p> <p>nces for a meaning of play as a small t.</p> <p>pervised play of children and report behavior observed.</p> <p>story-telling time.</p> <p>le of an older brother or sister.</p> <p>purpose of discipline.</p> <p>situation which might occur when g.</p> <p>ng children and report situations which ng self discipline.</p> <p>ecuss common problems which occur when children.</p> <p>ractical rules of discipline.</p> <p>sitting bag of tricks to take along by sit.</p> <p>ow to greet a child for the first</p> <p>sibilities of a baby sitter.</p>	<p>Discipline is a kind of teaching that helps children to know right from wrong.</p> <p>Children need discipline from their parents as much as they need love and food.</p> <p>Desirable play habits are necessary to the complete and well-rounded development of the child.</p> <p>Adults and older children have a definite responsibility in the formation of desirable habits in a young child.</p> <p>Toys and games promote coordination, use of the senses, imagination, and cooperation.</p>

7TH GRADE

Foods For Health - and - Better Breakfasts

OBJECTIVES	LEARNING EXPERIENCES	
<p>To understand the importance of a balanced diet and to stimulate interest in preparing foods</p>	<p>Use food models to set up a day's meals for the family. (For the purpose of gaining insight into family meal patterns.)</p> <p>Discuss factors affecting food needs and utilization in relation to activity and period of special needs.</p> <p>Make a food chart using food nutrients.</p> <p>Compare prices in the daily paper for items used at home.</p> <p>Make market order and go on shopping field trip. Maybe do some problems on buying.</p> <p>Display food packages, tins, and cartons, to learn to read and use information in making choices.</p> <p>Explore and become acquainted with food preparation facilities.</p>	<p>Planning saves</p>
<p>To understand the basic principles and methods of cookery</p>	<p>Practice table setting for family breakfast. Involve some home situation.</p> <p>Learn to use equipment as they learn mixing techniques during food preparation.</p>	<p>An attitude adds</p>
<p>To develop ability to plan and prepare light meals</p>	<p>Plan and prepare two-dish breakfast menus according to the Kohler Method. Suggestions are:</p> <ul style="list-style-type: none"> Fresh Fruit and Toast Homemade Biscuits and Honey Butter Fruit Muffin and Cocoa Brunch of cumulative learnings Holiday breakfast Scrambled Eggs and Blueberry Muffins Broiled Bacon and Fruit Pinwheel Biscuits Pancakes and Syrup Cooked Fruit and Hot Muffin 	<p>The table be planned other nutritious</p>

7TH GRADE

Breakfasts

LEARNING EXPERIENCES

GENERALIZATIONS

Use food models to set up a day's meals for the family. (For the purpose of gaining insight into family meal patterns.)

Discuss factors affecting food needs and utilization in relation to activity and period of special needs.

Make a food chart using food nutrients.

Compare prices in the daily paper for items used at home.

Make market order and go on shopping field trip. Maybe do some problems on buying.

Display food packages, tins, and cartons, to learn to read and use information in making choices.

Explore and become acquainted with food preparation facilities.

Practice table setting for family breakfast. Involve some home situation.

Learn to use equipment as they learn mixing techniques during food preparation.

Plan and prepare two-dish breakfast menus according to the Kohler Method. Suggestions

- are: Fresh Fruit and Toast
- Homemade Biscuits and Honey Butter
- Fruit Muffin and Cocoa
- Brunch of cumulative learnings
- Holiday breakfast
- Scrambled Eggs and Blueberry Muffins
- Broiled Bacon and Fruit Pinwheel Biscuits
- Papcakes and Syrup
- Cooked Fruit and Hot Muffin

Planning and organization of work saves time for the worker.

An attractively arranged table adds to the success of the meal.

The three meals of the day should be planned in relation to each other so that all necessary food nutrients will be included.

7TH GRADE

Improving My Personal Appearance

OBJECTIVES	LEARNING EXPERIENCES	GENERALIZATION
<p>To understand the meaning and importance of good grooming</p>	<p>Show film "As Others See You," and emphasize the need for proper food, rest, and exercise.</p> <p>Use check list: What Do You Know About Grooming?</p> <p>Demonstrate and discuss care and problems concerning hair, complexion, hands, body, and feet.</p> <p>Resource persons can contribute a great deal in encouraging higher standards of appearance (nurse, beautician, etc.)</p> <p>Discuss the social aspect of grooming.</p> <p>Practice removal of spots commonly encountered on clothing.</p> <p>Learn to do tasks which will enable one to be better groomed (pressing drip-dry blouse, bleaching dingy clothing, and exercising to enhance the figure.)</p> <p>Display and discuss appropriate accessories for various costumes.</p> <p>Set up a store, role play how to buy garments wisely. Use film as blouse movie circulated by Ship and Shore Company.</p> <p>Study and discuss the purpose of foundation garments and how to purchase them.</p>	<p>Wise choices are essential</p> <p>If one person has good grooming</p> <p>Good posture and coordination and health on the</p>

7TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
<p>"As Others See You," and emphasize proper food, rest, and exercise.</p> <p>List: What Do You Know About Grooming?</p> <p>and discuss care and problems hair, complexion, hands, body,</p> <p>persons can contribute a great deal aging higher standards of appearance (beautician, etc.)</p> <p>the social aspect of grooming.</p> <p>removal of spots commonly encountered.</p> <p>to tasks which will enable one to be groomed (pressing drip-dry blouse, dingy clothing, and exercising to the figure.)</p> <p>and discuss appropriate accessories and costumes.</p> <p>store, role play how to buy garments Use film as blouse movie circulated and Shore Company.</p> <p>discuss the purpose of foundation and how to purchase them.</p>	<p>Wise choice and use of toiletries are essential to good grooming.</p> <p>If one desires to present a good personal appearance at all times, good grooming must become habitual.</p> <p>Good personal grooming gives poise and confidence to the individual and helps create a good impression on the world.</p>

Learning To Sew

OBJECTIVES	LEARNING EXPERIENCES
Understanding fundamentals of clothing construction	<p>Discuss selection and use of necessary small equipment.</p> <p>Watch demonstrations on selection, buying, and shrinking of garment fabric.</p> <p>Display pressing equipment.</p> <p>Discuss correct pressing technique.</p> <p>(All new steps of construction are shown to the class when needed - either in mass or small groups as progress staggers.)</p>
To gain an understanding of the names and the functions of the principal parts of the sewing machine.	<p>Demonstrate and discuss the functions of the major parts of the sewing machine.</p> <p>Students practice correct sewing machine techniques.</p> <p>Complete garments, such as pull-over blouse or shift and simple skirt. Model for social activities carried out by the three groups.</p>

7TH GRADE

LEARNING EXPERIENCES

GENERALIZATIONS

selection and use of necessary small
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monstrations on selection, buying, and
g of garment fabric.

g pressing equipment.

correct pressing technique.

steps of construction are shown to the
en needed - either in mass or small groups
(less staggers.)

ate and discuss the functions of the
rts of the sewing machine.

practice correct sewing machine
es.

garments, such as pull-over blouse or
d simple skirt. Model for social
es carried out by the three groups.

Neatness and cleanliness in both
person and clothing is required for
an attractive appearance.

Good grooming expresses both self-
respect and consideration for others

Personal satisfaction and social
acceptability are related to good
grooming.

7TH GRADE

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

A circled () number indicates teaching working with that group.

Most days teacher will have opportunity to work with all groups.

	Monday	Tuesday	Wednesday	Thursday
1st Week	(1) Orientation of all students to the all-purpose teaching situation. (2) Plan objectives of the three areas cooperatively. Suggest areas - Receive student opinions.		(3) Group pupils in areas by interests, needs or sociogram. (4) Do some activity in each area: 1. Demonstrate Cinnamon Toast 2. Give a manicure 3. Make paper toys for pre-school children	
2nd Week	(1) Discuss kitchen procedures and policies. 2. Work sheet - Health Factors Related to Grooming. (3) Use of baby pictures as a springboard on discussion of - Growth & Development.	1. Organize unit kitchen. Laboratory planning. (2) Display and discuss first project, sewing tools needed. (3) Discussion of toys for children.	(1) Make Master Mix. Discuss the Go, Grow, and Glow Foods. 2. Work sheet - Understanding how to care for hair, face, teeth, hands & feet. 3. Reading assignment - Developing physical habits & attitudes.	1. Girls prepare from Master M (2) Begin grooming books. Cut p etc. (3) Filmstrip: Se Children's
3rd Week	(1) Demonstrate Coffee Cake from Master Mix. Show differences in techniques: beating, stirring, etc. 2. Let students experiment with make up. (3) Bring toys to class and discuss the purpose of each.	1. Laboratory planning. (2) Discuss manicures and pedicures. (One student might demonstrate.) 3. Make plans for time and places to observe children in a group.	1. Laboratory Lesson Coffee Cake Milk 2. Acquaint student with skirt hemming. Sew ripped seam. (3) Discuss discipline as related to children.	(1) Serving & ev of cooking e ience. (2) Inventory wa Discuss need 3. List imagina problems an of handling
4th Week	1. Reading assignment or work sheet on Measuring or Quick Bread Principles. 2. Continue sewing machine activity (3) Discuss the role of an older brother and sister.	(1) Interpretation of recipes. Demonstrate muffins, use of the oven. 2. Practice stitching on machine. Learn parts. 3. Plan a skit showing a family situation with problems.	1. Laboratory Lesson Plain Muffins (2) Discuss purchasing of fabric, sewing terms. 3. Present skits.	→ Variatn Muffins (2) Test beginn constructio 3. Evaluate sk for a take on the role baby sitter

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

g working with that group.
y to work with all groups.

1. Foods
2. Clothing
3. Child Care

	Wednesday	Thursday	Friday
s.	(3) Group pupils in areas by interests, needs, or sociogram. (4) Do some activity in each area: 1. Demonstrate Cinnamon Toast 2. Give a manicure 3. Make paper toys for pre-school children		1. Introduction to foods: What we eat food. Why we need food. 2. Questionnaire: What Do You Know About Grooming? Filmstrip: Grooming 3. Work sheet - What Does A Baby Need?
itchen. ing. uss ewing oys	(1) Make Master Mix. scuss the Go, Grow, and Glow Foods. 2. Work sheet - Understanding how to care for hair, face, teeth, hands & feet. 3. Reading assignment - Developing physical habits & attitudes.	1. Girls prepare foods from Master Mix. (2) Begin grooming notebooks. Cut pictures, etc. (3) Filmstrip: Selecting Children's Toys	(1) Bake cookies, serve, and evaluate. 2. Invite resource person to talk to the group. (3) Test - paper and pencil.
ing. es ne mon- ime serve roup.	1. Laboratory Lesson Coffee Cake Milk 2. Acquaint student with skirt hemming. Sew ripped seam. (3) Discuss discipline as related to children.	(1) Serving & evaluation of cooking experience. (2) Inventory wardrobe. Discuss needs. 3. List imaginary problems and ways of handling them.	(1) Review 2. Quizz (3) Future plans
on of aching Learn shc at E.	1. Laboratory Lesson Plain Muffins (2) Discuss purchasing of fabric, sewing terms. 3. Present skits.	→ Variation of Muffins (2) Test beginning construction 3. Evaluate skits for a take off on the role of baby sitter.	1. Evaluation (2) Review 3. Special projects

8TH GRADE

Nutritional Needs of Teen-Agers - and - Brunches, Luncheons, and Snacks

OBJECTIVES	LEARNING EXPERIENCES	
<p>Understanding the importance of desirable nutritional habits</p> <p>Ability to manage more effectively the practices in planning, preparing, and serving family meals</p>	<p>Each pupil should evaluate his own diet in terms of his bodily needs.</p> <p>Plan for one day meals which do not meet the average daily requirement. Exchange papers, determine the missing foods, correct the menus, and figure the calories.</p> <p>Review the previous learning by preparing a quick brunch.</p> <p>The pupil's need to study and share learnings related to food buying, costs, principles of cookery, and nutrition.</p> <p>Prepare two-dish luncheon menus planned around Basic Four set up according to the Kohler Method.</p> <p>Salad Plate and Bread Vegetable Plate and Beverage Emergency shelf meal Hot sandwich and choice of accompaniment Casserole and new quick bread Creamed food and bread stuff Soup and sandwich Holiday party snacks Luncheons of cumulative learnings Guest lunches</p>	<p>Nutriti activi</p> <p>Plannin time an</p> <p>The thr be plan so tha will be</p> <p>A minim need no unappet</p> <p>Carefu and sta satisf</p> <p>The pro foods u the pas danger</p>

8TH GRADE

Lunches, Luncheons, and Snacks

LEARNING EXPERIENCES	GENERALIZAGIONS
<p>should evaluate his own diet in terms of family needs.</p>	<p>Nutritional needs vary with size, activity, sex, and climate.</p>
<p>one day meals which do not meet the daily requirement. Exchange papers, the missing foods, correct the menus, the calories.</p>	<p>Planning and organizing work saves time and energy of the worker.</p>
<p>previous learning by preparing a lunch.</p>	<p>The three meals of the day should be planned in relation to each other so that all necessary food nutrients will be included.</p>
<p>need to study and share learnings of food buying, costs, principles of food and nutrition.</p>	<p>A minimum of food expenditures need not mean uninteresting, unappetizing, inadequate meals.</p>
<p>two-dish luncheon menus planned around a set up according to the Kohler Method.</p>	<p>Careful analysis of quality, brands, and standards may result in greater satisfaction from the money spent.</p>
<p>Lead Plate and Bread Vegetable Plate and Beverage Emergency shelf meal sandwich and choice of accompaniment asserole and new quick bread Creamed food and bread stuff Soup and sandwich Friday party snacks Luncheons of cumulative learnings Best lunches</p>	<p>The proper care and handling of foods may prevent waste, increase the palatability and decrease the danger of infection.</p>

8TH GRADE

Developing Social and Personal Awareness

OBJECTIVES	LEARNING EXPERIENCES	
<p>To understand the factors which contribute to personality development</p>	<p>What factors influence personality development?</p> <p>Discuss desirable and undesirable traits. Formulate a check list. Use to rate self and others.</p> <p>Write a paper on "The Most Interesting Person I Know".</p> <p>Discuss the effect habit has on our lives.</p> <p>Discuss indications of good mental health.</p> <p>Observe behavior of people in public places.</p> <p>Discuss common need for approval.</p>	<p>Per if cons</p> <p>Get peo star and</p> <p>Som rel act clos</p> <p>Hap depe adju</p>
<p>To increase ability to make adjustments in social life</p>	<p>Dramatize making introductions, being a good listener, and leading the conversation.</p> <p>Make invitations, replies, and bread and butter letters for a display.</p> <p>Plan and carry through a social function using cumulative learnings. Work with foods and clothing groups in planning and carrying out the project.</p> <p>Set up a plan for the pupils to act as hostesses when someone enters the room.</p> <p>Have a film, such as "Social Courtesy", shown.</p>	

8TH GRADE

LEARNING EXPERIENCES

GENERALIZATIONS

Factors influence personality development?

Desirable and undesirable traits.
Make a check list. Use to rate self and

paper on "The Most Interesting Person

the effect habit has on our lives.

indications of good mental health.

behavior of people in public places.

common need for approval.

size making introductions, being a good
er, and leading the conversation.

invitations, replies, and bread and butter
e for a display.

and carry through a social function using
tive learnings. Work with foods and
ng groups in planning and carrying out
object.

a plan for the pupils to act as hostesses
someone enters the room.

film, such as "Social Courtesy", shown.

Personality traits may be improved
if one is interested in working
conscientiously toward that end.

Getting along with all of the
people around us requires under-
standing, being a good sport,
and being cooperative.

Some conflict is normal in any close
relationship. Disagreement may be
actually used to bring about a
closer relationship.

Happiness and success in school
depends upon satisfactory social
adjustment.

8TH GRADE

Let's Entertain

OBJECTIVES	LEARNING EXPERIENCES	
<p>To acquire ease in social etiquette</p>	<p>Holidays should be recognized by preparing appropriate foods.</p> <p>Plan invitations, food, place to be held, decorations, being a good hostess, and setting the table for several activities.</p> <p>Cooperate with other two areas and present a style show and demonstration of their learnings.</p> <p>Plan for suitable entertainment for various occasions.</p> <p>Discuss the meaning of hospitality, its origin, the forms used in Old England, in colonial days, etc. Contrast to the old and new forms of expressing hospitality.</p> <p>Discuss factors involved in entertaining guests overnight or for the weekend.</p> <p>Evaluate from the standpoint of attractiveness of table or room, appearance and taste of refreshments, laboratory practices, work schedule, hostess activities, entertainment, and serving of refreshments.</p>	<p>Ent we and The exte mate</p>

8TH GRADE

LEARNING EXPERIENCES

Holidays should be recognized by preparing appropriate foods.

Plan invitations, food, place to be held, decorations, being a good hostess, and setting the table for several activities.

Cooperate with other two areas and present a style show and demonstration of their learnings.

Plan for suitable entertainment for various occasions.

Discuss the meaning of hospitality, its origin, the forms used in Old England, in colonial days, etc. Contrast to the old and new forms of expressing hospitality.

Discuss factors involved in entertaining guests overnight or for the weekend.

Evaluate from the standpoint of attractiveness the table or room, appearance and taste of refreshments, laboratory practices, work schedule, hostess activities, entertainment, and serving of refreshments.

GENERALIZATIONS

Entertaining can be inexpensive if we learn to make our own decorations and refreshments.

The spirit behind the hospitality extended is more important than its material expression

Making and Repairing My Clothes

OBJECTIVES	LEARNING EXPERIENCES
To understand the importance of caring for one's clothing	Give demonstration on mending rips, darning, patching tears, and general up-keep of clothing.
Understanding of more difficult garment construction	<p>Review by taking a practical test on learning to be repeated, such as sewing machine use, care, pattern and fabric purchasing.</p> <p>Visit store to price, perhaps purchase fabric and see the latest fashion trends.</p> <p>Construction of skimmer, jumper, and tailored blouse (or comparable projects).</p> <p>Remodel or repair a garment for yourself or family member.</p> <p>Change the basic pattern some way to increase individuality.</p> <p>Make or select suitable accessories, such as cummerbund, scarf, tie, or top.</p> <p>Write script for style show and give one in conjunction with the social function sponsored by the Manners for Teens group.</p> <p>Each step is demonstrated by teacher or capable student at the proper time. Display garment progress for comparison with other garments. Also, samples are helpful and serve as exhibition sheets.</p>

8TH GRADE

LEARNING EXPERIENCES

GENERALIZATIONS

demonstration on mending rips, darning socks, mending tears, and general up-keep of clothing.

Clothes kept in good condition will last longer.

Review by taking a practical test on learnings repeated, such as sewing machine use and pattern and fabric purchasing.

Keeping garments repaired will reduce clothing expenditures.

Visit store to price, perhaps purchase fabric, see the latest fashion trends.

Skill results from continued practice of good techniques.

Construction of skimmer, jumper, and tailored blouse (or comparable projects).

Keeping clothes in good condition makes them look neater and wear longer.

Model or repair a garment for yourself or family member.

Change the basic pattern some way to increase individuality.

Choose or select suitable accessories, such as overbust, scarf, tie, or top.

Write script for style show and give one in conjunction with the social function sponsored by the Manners for Teens group.

Each step is demonstrated by teacher or capable student at the proper time. Display garments in progress for comparison with other garments. Photos, samples are helpful and serve as explanation sheets.

8TH GRADE

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

A circled () number indicates teacher working with that group.

	Monday	Tuesday	Wednesday	Thursday
1st Week	(1) Orientation of all students to all-purpose teaching. (2) Plan objectives of the three areas (3) Explain rotating procedures		(4) Group pupils according to interest needs, or by sociogram. (5) Demonstrate an activity in each area: 1. Low calorie snack 2. Blind hemming by machine 3. Observe classmates and note habits they have.	
2nd Week	1. Foods - pass work sheet on building blocks, basic food (2) Review and discuss functions and use of sewing equipment (3) Work sheet on personal and social awareness	(1) Introduction to foods What Foods Do For The Body 2. Practical test on threading and stitching. 3. Show film on Personality (Inform pupils what to look for.)	(1) Plan snacks of varying nutrients and calories. (2) Student practice stitching. Use of attachments. 3. Formulate personality check list. Write paper on Most Interesting Personality	1. Laboratory Vegetable Relish and Skimmed Milk Sandwich with and 3% Milk. (2) Discuss importance of time at meal Stress unit (3) Discussion and of last two days
3rd Week	1. Guide questions on brunch to study & discuss. Plan brunch menu. (2) Students take measurements, select pattern size and type. 3. Read assignment Worksheet - Family Relations	1. Make time schedule practice measuring and operation of equipment. (2) Discuss - How To Purchase Materials. Filmstrip: McGraw-Hill (3) Discuss - The Role of the children in the family.	(1) Teacher demonstrate lesson techniques and principles. Pupils practice table setting. 2. Read assignment on: Unit Sewing, Sewing Vocabulary. 3. List some family problems and possible solutions.	1. Laboratory Apple Sauce Scrambled Eggs Coffee Cake Milk 2. Filmstrip on Cutting & Construction (3) Role-play peer relationships peers in the
4th Week	(1) Discuss milk group. Taste a variety of milks. Study and plan luncheons around milk. (2) Due date for clothing materials. Girls begin layouts. 3. Plan a skit on some phase of family life.	(1) Teacher demonstrate new learnings. Pupils plan and do advance preparation. (2) Actual construction begins (3) Present skits as a springboard for discussion.	1. Laboratory (two girls are cooks) Creamed Chicken on Baked Potato Relishes (2) Construction (3) Sharing in the family responsibilities. Responsibilities of older members.	1. Laboratory (two girls cook) Creamed Tuna on Mashed Potato and Vegetable Salad (2) Construction (3) Sharing in family resources

TOPICAL OUTLINE - ALL-PURPOSE TEACHING
working

1. Foods
2. Clothing
3. Social Awareness

	Wednesday	Thursday	Friday
Purpose	(4) Group pupils according to interest, needs, or by sociogram. (5) Demonstrate an activity in each area: 1. Low calorie snack 2. Blind hemming by machine 3. Observe classmates and note habits they have.		(1) Foods - put kitchen in working order 2. Clothing - pretest to find needs (3) Introduction to third unit of work.
foods for The on stitch-person-pupils or.)	(1) Plan snacks of varying nutrients and calories. (2) Student practice stitching. Use of attachments. 3. Formulate personality check list. Write paper on Most Interesting Personality	1. Laboratory - Vegetable Relishes and Skimmed Milk Sandwich with 2% and 3% Milk. (2) Discuss importance of time at machine. Stress unit sewing. (3) Discussion and review of last two days.	(1) Test on Building Blocks 2. Reading assignment on measurements, pattern information. Practice basting. (3) Test on personality
Rule ring of Po als. aw-Hill Role n in	(1) Teacher demonstrate lesson techniques and principles. Pupils practice table setting. 2. Read assignment on: Unit Sewing, Sewing Vocabulary. 3. List some family problems and possible solutions.	1. Laboratory Apple Sauce Scrambled Eggs Coffee Cake Butter Milk 2. Filmstrip on Layout, Cutting & Construction (3) Role-play personal relationships with peers in the family	(1) Clean up and prepare bulletin board (2) Discuss problems of the week. Test - all three areas (Pencil and Paper)
trate Pupils vance ction as a r	1. Laboratory (two girls are cooks) Creamed Chicken on Baked Potato Relishes (2) Construction (3) Sharing in the family responsibilities. Responsibilities of older members.	1. Laboratory (other two girls cook) Creamed Tuna on Mashed Potato Nest Vegetable Salad (2) Construction (3) Sharing in family resources.	(1) Discuss problems. Do laundry. Plan for future lessons. (2) Construction (3) Paper and pencil test

9TH GRADE

Home Improvement

OBJECTIVES	LEARNING EXPERIENCES
<p>To acquaint students with ideas for improving their housing</p>	<p>Let students bring in floor plans of different homes.</p> <p>Let students draw floor plans and compare with one taken from a book.</p> <p>Discuss the areas in a home.</p> <p>Set up a model home (using cardboard) to discuss furniture arrangement and space-saving ideas.</p>
<p>To give students some understanding of how space and storage may be found in a home.</p>	<p>Discuss closet arrangements</p> <ul style="list-style-type: none"> drawer dividers shoe racks blouse hangers skirt hangers <p>Make a display of all the storage-saving devices brought in by the children.</p>
<p>To help students realize that everything needed in the home need not be purchased</p>	<p>Make some closet accessories. These may be decorated with stick-tight paper or Rubrack and other scraps found in the clothing room.</p>
<p>To give a better understanding about furnishings for the home</p>	<p>Collect colored pictures of rooms of furniture (different kinds).</p> <p>Collect and display pictures of rooms that have been designed and decorated by teen-agers.</p> <p>Discuss the sharing of a room by children in a home.</p>

9TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
<p>Students bring in floor plans of different</p> <p>Students draw floor plans and compare with taken from a book.</p> <p>ss the areas in a home.</p> <p>o a model home (using cardboard) to discuss ture arrangement and space-saving ideas.</p> <p>ss closet arrangements drawer dividers shoe racks blouse hangers skirt hangers</p> <p>a display of all the storage-saving devices nt in by the children.</p> <p>some closet accessories. These may be ated with stick-tight paper or Rubrack ther scraps found in the clothing room.</p> <p>ect colored pictures of rooms of ture (different kinds).</p> <p>ect and display pictures of rooms that been designed and decorated by teen-agers.</p> <p>ss the sharing of a room by children in ne.</p>	<p>Poor housing affects the mental and physical health of family members.</p> <p>Good storage is a necessity in any home.</p> <p>The price of a piece of furniture is not always an index of value.</p> <p>Comfort and convenience are of primary importance when choosing home furnishings.</p>

9TH GRADE

Home Improvement, continued

OBJECTIVES	LEARNING EXPERIENCES
<p>To teach students some techniques in caring for the home</p>	<p>Discuss care of the home: daily, weekly, seasonal.</p> <p>Show students how to make a bed properly.</p> <p>Have a lesson on cleaning and polishing furniture.</p> <p>Use cardboard models to teach furniture arrangement.</p> <p>Discuss safety in the home.</p>
<p>To help students understand something about color and decoration</p>	<p>Discuss color and harmony in the home. Consider the art principles in relation to our homes.</p> <p>Compare pictures, vases, lamps, etc., for design and color.</p> <p>Invite the art teacher to discuss arrangement and selection of pictures.</p> <p>Culminate by each student making something for his home, as a springboard for budget discussion.</p>

9TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
Discuss care of the home: daily, weekly, seasonal.	A happy and efficiently managed home depends largely upon the cooperation of its family members.
Teach students how to make a bed properly.	
Give a lesson on cleaning and polishing furn- ture.	
Use cardboard models to teach furniture arrangement.	
Discuss safety in the home.	
Discuss color and harmony in the home. Consider art principles in relation to our homes.	The exposure, size, and use of a room will influence the choice of colors used.
Show bare pictures, vases, lamps, etc., for design and color.	
Instruct the art teacher to discuss arrangement selection of pictures.	
Assign by each student making something for home, as a springboard for budget discussion.	

9TH GRADE

Budgeting Family Resources

OBJECTIVES	LEARNING EXPERIENCES	
To help students understand good buymanship	<p>Discuss sales and bargains. Discuss plans of buying.</p> <p>Role play buying a garment in a department store.</p> <p>Role play, in cooperation with the foods group, choosing between two food products by using different brands.</p>	Car an
To teach students some of the qualities of a good shopper.	<p>Conduct a label-reading clinic.</p> <p>Discuss the pros and cons of advertising.</p> <p>Discuss federal requirements for labels.</p>	A st se
To help students understand the purpose of budgeting	<p>Discuss budgeting and financial plans. Show different methods of keeping within a budget.</p> <p>Discuss family resources.</p> <p>Have each student keep a plan of their expenditures for a week.</p>	Far kee th
Understanding of management problems individuals have in everyday living	<p>Plan a skit on "Getting The Most For Your Money."</p> <p>Discuss saving in the family and reasons for saving.</p> <p>Plan a time schedule for getting ready for school. Follow it for a week. Discuss its merits and shortcomings. List your expenditures for a week and work on a budget, perhaps a moderate and a very conservative one.</p> <p>Suggest methods which would enable you to save for a short and long period of time.</p>	Pla of sec mon

9TH GRADE

LEARNING EXPERIENCES	GENERALIZATIONS
<p>Discuss sales and bargains. Discuss plans of buying</p> <p>Role play buying a garment in a department store.</p> <p>Role play, in cooperation with the foods group, choosing between two food products by using different brands.</p> <p>Conduct a label-reading clinic.</p> <p>Discuss the pros and cons of advertising.</p> <p>Discuss federal requirements for labels.</p> <p>Discuss budgeting and financial plans. Show different methods of keeping within a budget.</p> <p>Discuss family resources.</p> <p>Have each student keep a plan of their expenditures for a week.</p> <p>Plan a skit on "Getting The Most For Your Money."</p> <p>Discuss saving in the family and reasons for saving.</p> <p>Plan a time schedule for getting ready for school. Follow it for a week. Discuss its merits and shortcomings. List your expenditures for a week and work on a budget, perhaps a moderate and a very conservative one.</p> <p>Suggest methods which would enable you to save for a short and long period of time.</p>	<p>Careful analysis of advertisements and sales may aid in buying wisely.</p> <p>A knowledge of brands, labels, and standards leads to more intelligent selection of goods.</p> <p>Family members must cooperate in keeping needs and desires within the family income.</p> <p>Planning for and keeping accounts of monetary expenditures helps in securing optimum satisfaction from money spent.</p>

Budgeting Family Resources, continued

OBJECTIVES

Understanding of management problems individuals have in everyday living, continued

LEARNING EXPERIENCES

Role play to demonstrate the value of careful spending.

Prepare a garment, food, or cosmetic display and have students show desirable buying procedure.

Work cooperatively with foods students on cost of food, energy expended, and time consumed to arrive at some conclusion.

7TH GRADE

Continued

LEARNING EXPERIENCES

GENERALIZATIONS

Role play to demonstrate the value of careful spending

Prepare a garment, food, or cosmetic display and have students show desirable buying procedure.

Work cooperatively with foods students on cost of food, energy expended, and time consumed to arrive at some conclusion.

Techniques of good home management are required.

A financial plan is needed if we are to achieve our goals.

Our evaluation of use of time is decided by our objectives, values, and attitudes.

Selecting what is worth having helps to secure what we want.

9TH GRADE

Family Meals and Hospitality - and - New Dishes For The Family

OBJECTIVES	LEARNING EXPERIENCES	GE
<p>Understanding that an adequate diet includes the essential nutrients for maximum development and maintenance of the body</p> <p>Understanding of food preparation and techniques</p> <p>Knowledge of principles involved in preparation of various foods included in our study</p>	<p>Plan diets, such as those for people who dislike milk or vegetables.</p> <p>Discuss research problems on food fads and fallacies and consider their influences on good nutrition.</p> <p>Learn to eat well, but not gain weight.</p> <p>Plan breakfast and dinner menus to accompany the school lunches.</p> <p>Learn these as they are presented in the new learnings. (Food preparation and techniques)</p> <p>These can best be learned as each area is experienced. For example: learn food value of meats when meat cookery is studied. (Principles of cookery)</p> <p>Prepare foods similar to those suggested in the list below:</p> <ul style="list-style-type: none"> . Meat cuts and preparations . New vegetables and new preparations for the common ones . Salad dressings . Unusual twists for mixes . Breads, new and different . Timed dinners . Cost level meals . Guest meals . Exchange family recipes . Holiday meals <p>Prepare meals incorporating new learnings every four weeks.</p> <p>Give practical examinations; for example, let each girl draw and prepare food according to learnings</p>	<p>Use and it.</p> <p>Pro pai val</p> <p>Gene a c amc tim vege coo vege les eno</p>

9TH GRADE

New Dishes For The Family

LEARNING EXPERIENCES	GENERALIZATIONS												
<p>Plan diets, such as those for people who dislike milk or vegetables.</p> <p>Discuss research problems on food fads and fallacies and consider their influences on food nutrition.</p> <p>Learn to eat well, but not gain weight.</p> <p>Plan breakfast and dinner menus to accompany the school lunches.</p> <p>Learn these as they are presented in the new learnings. (Food preparation and techniques)</p> <p>These can best be learned as each area is experienced. For example: learn food value of meats when meat cookery is studied. (Principles of cookery)</p> <p>Prepare foods similar to those suggested in the list below:</p> <table border="0"> <tr> <td>cut cuts and preparations</td><td>. Timed dinners</td></tr> <tr> <td>vegetables and new preparations</td><td>. Cost level meals</td></tr> <tr> <td>the common ones</td><td>. Guest meals</td></tr> <tr> <td>ad dressings</td><td>. Exchange family recipes</td></tr> <tr> <td>usual twists for mixes</td><td>. Holiday meals</td></tr> <tr> <td>ads, new and different</td><td></td></tr> </table> <p>Prepare meals incorporating new learnings every four weeks.</p> <p>Give practical examinations: for example, let each girl draw and prepare food according to learnings</p>	cut cuts and preparations	. Timed dinners	vegetables and new preparations	. Cost level meals	the common ones	. Guest meals	ad dressings	. Exchange family recipes	usual twists for mixes	. Holiday meals	ads, new and different		<p>Usually the meat is selected first and the other foods planned around it.</p> <p>Proper cooking of meats increases palatability and also saves food value.</p> <p>Generally, vegetables are cooked in a covered utensil, in the smallest amount of water and for the shortest time possible. However, green vegetables become dull and brown if cooked this way. Also strong flavored vegetables, except cabbage, will be less palatable if not cooked in enough water.</p>
cut cuts and preparations	. Timed dinners												
vegetables and new preparations	. Cost level meals												
the common ones	. Guest meals												
ad dressings	. Exchange family recipes												
usual twists for mixes	. Holiday meals												
ads, new and different													

Wardrobe Planning

OBJECTIVES

To develop the ability to select clothing which is becoming to the individual

To develop the ability to plan for appropriate accessories which will add variety to the wardrobe and will extend the basic wardrobe.

To gain an understanding of how to dress attractively and suitably on the money the individual can spend.

LEARNING EXPERIENCES

Discuss styles which are becoming to various personality and figure types.

Define a basic wardrobe and learn how to plan one.

Select pictures which show basic dresses. Note how the accessories were used. Find good and poor examples. Arrange on the bulletin board.

Discuss and show how too many accessories can ruin the effect of an ensemble.

Decide the amount of money which can be used for clothing expenditures. Plan using the money to buy the needed supplements for the present wardrobe.

Compare cost, construction, and fabric of a ready-made and a custom-made garment.

Plan and make a garment to supplement the current wardrobe.

9TH GRADE

	LEARNING EXPERIENCES	GENERALIZATIONS
<p>ect o the</p> <p>an for n will and will</p> <p>how nit- dual</p>	<p>Discuss styles which are becoming to various personality and figure types.</p> <p>Define a basic wardrobe and learn how to plan one.</p> <p>Select pictures which show basic dresses. Note how the accessories were used. Find good and poor examples. Arrange on the bulletin board.</p> <p>Discuss and show how too many accessories can ruin the effect of an ensemble.</p> <p>Decide the amount of money which can be used for clothing expenditures. Plan using the money to buy the needed supplements for the present wardrobe.</p> <p>Compare cost, construction, and fabric of a ready-made and a custom-made garment.</p> <p>Plan and make a garment to supplement the current wardrobe.</p>	<p>Personal satisfaction is achieved through the ability to select colors suitable for the individual.</p> <p>Basic costumes which are simple in design increase the apparent size of one's wardrobe.</p> <p>Accessories are items which add to the appearance and usefulness of a costume.</p> <p>Careful thought should be given when choosing accessories to add the desired touch.</p> <p>Making a plan will help to get the most for the money.</p> <p>The clothing budget can be stretched with home sewing and the restyling of garments.</p>

9TH GRADE

Sewing For Myself and Family

OBJECTIVES	LEARNING EXPERIENCES
<p>Understanding construction methods of more difficult garments</p>	<p>Study fabrics new to students.</p> <p>Fill out measurements chart, buying outline, and budget guide to be used in pupil-teacher conference.</p> <p>Construction of project with the following problems: collar, set-in sleeves, several buttonholes, and hems. Blouses and skirts, dress, jumper, pajamas, bermudas, beach coat, and unlined coat.</p> <p>Write skit and present review at P.T.A. meeting or some other parent activity.</p>

9TH GRADE

LEARNING EXPERIENCES

Study fabrics new to students.

Fill out measurements chart, buying outline, and budget guide to be used in pupil-teacher conference.

Construction of project with the following problems: collar, set-in sleeves, several buttonholes, and hems. Blouses and skirts, dress, jumper, pajamas, bermudas, beach coat, and unlined coat.

Write skit and present review at P.T.A. meeting or some other parent activity.

GENERALIZATIONS

A well-fitted garment will result if one buys the size and type of pattern which comes nearest to fitting his figure and alters it properly.

Pressing as you go helps avoid the "fireside look".

It is essential to recognize individual ability when planning a sewing construction project.

Decisions concerning ready-made or home-constructed garments will vary according to the needs, interests, and abilities of the individuals concerned.

9TH GRADE

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

A circled () number indicates teacher working with that group.

	Monday	Tuesday	Wednesday	Thursday
1st Week	1. Introduction to class, laboratory procedures, etc. 2. Requirement for sewing & classroom procedures. 3. Introduction to course and room procedures, rotation, etc.	1. Exploratory laboratory lesson. 2. Review of the sewing machine	1. Work sheet: Food Nutrients and The Body (2) Practice stitching 3. Work sheet: Ways of Improving Housing	(1) Discussion work sheet 2. Introduction vocabulary old. 3. Continue sheet and assignment
2nd Week	1. Reading assignment: A Good Breakfast (2) Demonstration of a layout 3. Reading assignment: Space & Storage	(1) Plan for laboratory lesson 2. Discuss cutting, pattern markings. 3. Display aids in storage for the home.	1. Review a luncheon lesson 2. Take measurements. Conference on purchasing materials (3) Make cardboard closet, using s dividers, etc. to demonstrate	Similar exper
3rd Week	(1) Review measurements, cookery, techniques. 2. Deadline for materials layouts and cutting. 3. Make some closet accessories - cover & decorate	1. Review cookery terms, planning a meal. (2) Construction begins (3) Make closet accessories, etc.	1. Work sheet - Good Buymanship 2. Construction continues 3. Work sheet: Home Furnishings	1. Laboratory A go (3) Start no picture Discuss the hom
4th Week	1. Work sheet: Yeast Bread Filmstrip - Betty Crocker 2. Construction (3) Discuss: Care of The Home - Daily, Weekly, Seasonal	(1) Demonstration of Yeast Bread Plan for laboratory lesson 2. Construction 3. Display some articles needed in the care of the home.	(1) Laboratory lesson - Yeast Breads (2) Construction 3. List things student feel they need to know in caring for the home.	2. Constr (3) Demonst Making Cleaning Polishing Furnitu

TOPICAL OUTLINE - ALL-PURPOSE TEACHING

1. Foods
2. Clothing
3. Home Improvement

working with that group.

	Wednesday	Thursday	Friday
Story laboratory of the sewing cedures, →	<ol style="list-style-type: none"> 1. Work sheet: Food Nutrients and The Body (2) Practice stitching 3. Work sheet: Ways of Improving Housing 	<ol style="list-style-type: none"> (1) Discussion of the work sheet 2. Introduce new sewing vocabulary. Review old. 3. Continue with work sheet and reading assignment. 	<ol style="list-style-type: none"> 1. Discuss food fads & their influence on nutrition 2. Reading assignment - Purchasing Materials and Patterns (3) Discussion of work sheet
For laboratory on ss cutting, rn markings. ay aids in age for the home.	<ol style="list-style-type: none"> 1. Review a luncheon lesson 2. Take measurements. Conference with students on purchasing materials (3) Make cardboard closet, using shelves, dividers, etc. to demonstrate good storage. 	<p>Similar laboratory experience</p> <p>Conference with students</p>	<ol style="list-style-type: none"> (1) Evaluation 2. Test 3. Test
ew cookery terms, ing a meal. struction begins closet accessories,	<ol style="list-style-type: none"> 1. Work sheet - Good Buymanship 2. Construction continues 3. Work sheet: Home Furnishings 	<ol style="list-style-type: none"> 1. Laboratory lesson A good luncheon → (3) Start notebook from pictures, etc. Discuss sharing in the home 	<p>→</p> <ol style="list-style-type: none"> (2) Discuss problem for the week Set up evaluation for projects
stration of st Bread For laboratory on struction ay some articles ed in the care of ome.	<ol style="list-style-type: none"> (1) Laboratory lesson - Yeast Breads (2) Construction 3. List things student feel they need to know in caring for the home. 	<p>→</p> <ol style="list-style-type: none"> 2. Construction (3) Demonstrate: Making A Bed, Cleaning and Polishing Furniture 	<ol style="list-style-type: none"> 1. Evaluation 2. Problems of the week (3) Test

SUMMARY OF ALL-PURPOSE EDUCATION

The all-purpose program is an outgrowth of the total home economics curriculum and The physical structure is a combination living room, classroom, and demonstration c and skills may be pursued.

Working in this environment as a class family or in small "family" groups, pupils d home in giving a desirable setting for family living; learn how the facilities provi good experiences in the family; understand what care is needed to keep it in proper how they can help the family use its resources to further the welfare and happiness

Teaching an all-purpose curriculum is extremely challenging, interesting, and satisfie pressed that they, too, enjoy the new learnings and methodology made available thro Having taught several variations in several situations, we offer the following conc programs:

Advantages

1. The variety of learning experiences provided is appropriate for the junior high
2. The short units provide for the short interest span characteristic of these pupil
3. Because of the number of units being taught at the same time, interest is aroused
4. The relaxed situation helps to develop leadership and self reliance.
5. It lends itself in guiding pupils to develop self dependence.
6. There is opportunity for more pupils to assume an active part in pupil-teacher p
7. Since there are fewer pupils within a group, all of the students can see demonst
8. It encourages the timid and average students to participate in discussions and ad would avoid.
9. The pupils are more likely to share with each other; thus enabling them to learn they learn to get along with each other.
10. The small groups are comparable to family units; hence, they provide insight to
11. There is greater opportunity to develop mechanical skills because there is suffi
12. This situation can meet the individual differences more effectively - the teacher analyze the pupils.
13. The teacher and pupil are able to get better acquainted in the informal discussi
14. It serves an exploratory purpose and builds a broad foundation to home economics
15. Emphasis is placed on creativity of the student because the use of materials is
16. It offers assistance in the development of personal attitudes, values, and habit in social situations.
17. There are many possibilities to include units for boys and girls together in sat
18. The program provides excellent opportunity to enlist the aid of senior girls as

SUMMARY OF ALL-PURPOSE EDUCATION

an outgrowth of the total home economics curriculum and exemplifies its philosophy. combination living room, classroom, and demonstration center in which problems, study,

as a class family or in small "family" groups, pupils discover the importance of the setting for family living; learn how the facilities provided can be used to further family; understand what care is needed to keep it in proper condition; and recognize use its resources to further the welfare and happiness of its members.

riculum is extremely challenging, interesting, and satisfying. Our students have enjoyed the new learnings and methodology made available through all-purpose teaching. In several situations, we offer the following conclusions concerning all-purpose

experiences provided is appropriate for the junior high school pupil. For the short interest span characteristic of these pupils. Units being taught at the same time, interest is aroused in the other areas of learning. Helps to develop leadership and self reliance. Helps pupils to develop self dependence. Helps more pupils to assume an active part in pupil-teacher planning. Helps pupils within a group, all of the students can see demonstrations and other techniques. Helps and average students to participate in discussions and activities they ordinarily

like to share with each other; thus enabling them to learn from each other; consequently work with each other.

Comparable to family units; hence, they provide insight to family understanding.

Ability to develop mechanical skills because there is sufficient equipment.

Meets the individual differences more effectively - the teacher has greater opportunity to

are able to get better acquainted in the informal discussion.

of purpose and builds a broad foundation to home economics in high school.

creativity of the student because the use of materials is encouraged.

the development of personal attitudes, values, and habits that can make one successful

abilities to include units for boys and girls together in satisfying learning experiences.

Excellent opportunity to enlist the aid of senior girls as assistants.

SUMMARY OF ALL-PURPOSE EDUCATION, continued

19. These short well-planned and carefully-evaluated activities do provide ample inst for students to continue the study of home economics.
20. This type of department provides facilities which reflect an atmosphere of hospit gives evidence of the kind of family living going on in the class at any given ti
21. It is ideal for the third home economics teaching position to accommodate schedul
22. The opportunities for the teacher to create and experiment are unlimited, and hea evitable.
23. Through the use of all-purpose programs and suitable teaching materials and metho handle the same size classes that any other type of room would accommodate.
24. Provides opportunity for more thorough evaluation of individual pupil growth.

Limitations

1. There is an increased number of lesson plans for the teacher.
2. Many guided activities must be carefully designed for the pupils to follow, or ma Suggested aids are: guide questions, work forms, progress sheets, evaluation deva garments in progress.
3. The teacher needs to be well trained and intensely alert, and be aware of all th
4. Because of the number of activities being carried on, distraction is increased an likely to arise.
5. Unless the plans are detailed and generously sprinkled with flexibility, they ar
6. There should be duplication of classes to decrease daily preparations; so this p small school situations unless a daily planning period is scheduled.
7. Available planning time is vital for top-rate teaching in all situations.
8. If careful observation and guidance are not carried through, some pupils may don
9. Field trips are difficult, obviously because the teacher is needed on all three
10. Since there is a demand for considerable amount of typed materials, clerical as
11. Equipment used for more than one purpose may not serve one purpose effectively.
12. Unless careful thought is given to the arrangement of equipment, the room may ap and more daily care may be required.
13. It is difficult to provide necessary storage space because there is not sufficien and closets needed.
14. Frequent shifting of equipment necessitates extra work, increases the amount of may decrease the service life of some pieces.
15. This type of classroom is more expensive to build than a clothing-centered room, foods centered room.
16. If the learnings are not well planned, properly carried through, and carefully e breadth without depth.

SUMMARY OF ALL-PURPOSE EDUCATION, continued

Carefully-evaluated activities do provide ample insight to establishing a desire study of home economics.
Provides facilities which reflect an atmosphere of hospitality, good management, and family living going on in the class at any given time.
The economics teaching position to accommodate scheduling demands.
Teacher to create and experiment are unlimited, and her own mental growth is in-
se programs and suitable teaching materials and methods, the teacher is able to
that any other type of room would accommodate.
A thorough evaluation of individual pupil growth.

of lesson plans for the teacher.
The carefully designed for the pupils to follow, or much time can be wasted.
Questions, work forms, progress sheets, evaluation devices, charts of samples, and
trained and intensely alert, and be aware of all the learnings being carried on.
Activities being carried on, distraction is increased and discipline problems are more
and generously sprinkled with flexibility, they are not workable.
off classes to decrease daily preparations; so this plan is not too practical in
as a daily planning period is scheduled.
fatal for top-rate teaching in all situations.
Guidance are not carried through, some pupils may dominate the groups.
Obviously because the teacher is needed on all three sites.
Considerable amount of typed materials, clerical assistance is required.
One purpose may not serve one purpose effectively.
Even to the arrangement of equipment, the room may appear crowded and cluttered,
required.
Necessary storage space because there is not sufficient wall space for cabinets
not necessitates extra work, increases the amount of storage space needed, and
of some pieces.
are expensive to build than a clothing-centered room, but less expensive than a
planned, properly carried through, and carefully evaluated, they may have

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